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ABSTRACT

In 1977 more than 500 Native Americans attended Wisconsin's vocational, technical and adult schools located in the state's 16 vocational-technical districts. While many problems still lack a clear identification and many new programs are needed to meet the needs of Native Americans, a great deal of progress has been made. A group of four Indians and one non-Indian made recommendations to the Wisconsin State Plan of Vocational, Technical and Adult Education pertaining to identification and assessment, recruitment, personnel development, student retention, and program directions. These recommendations, approved by the Council on Indian Education, included that vocational-technical education programs within the state include Indian tribes in the identification process on the reservations; that the vocational-technical programs work with an advisory group composed of representatives from the Great Lakes Intertribal Council in developing a referral system in the hiring of Indian personnel; and that a long-term counseling training program for persons employed by Vocational, Technical and Adult Education (VTAE) schools as counselors be set up. This report discusses Wisconsin's progress regarding Indian vocational education; the VTAE districts; the Great Lakes Intertribal Council, Inc.; Great Lakes Intertribal Council Education Committee; Council on Indian Education; Native American Study Committee; the development of Indian vocational education programs; current programs and projects relating specifically to Indians; student financial aids programs; and the recommendations. (NQ)

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A STATE RESPONSE TO INDIAN VOCATIONAL EDUCATION

By

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I. The Wisconsin Structure

Wisconsin is a relatively small state both in size and population. Roughly 2% of the total U.S. population resides in Wisconsin. Slightly over 2.5% of the Indian population in the United States resides in the State of Wisconsin. The state ranges from large forested in areas in the north, where the majority of the Indian population resides, to the heavily industrialized southeast, where a great deal of heavy manufacturing of automobiles, machine tools, machine parts, etc., are produced. The overall population is centered there. In the industrial southeast, there is one large center of population of Indians residing in the City of Milwaukee, but the major of the roughly 30,000 Native Americans living in Wisconsin, live in and around reservation areas, in the central and northern part of the state.

Wisconsin has a widely developed vocational, technical and adult education system. Beginning in 1911, Wisconsin developed a vocational education system. At this time, the system was primarily oriented to providing vocational education to students who were not oriented toward a regular high school type of curriculum. Over the years this system has gradually, but dramatically shifted and changed. In 1977 well over 50,000 full-time students attend Wisconsin's vocational, technical and adult schools. These schools are located in the 16 vocational-technical districts into which the state is divided. More than 500 of these students are Native Americans. Many are attending traditional vocational-technical course programs such as Auto Mechanics, Secretarial Science, Welding, Nursing Assistant, Child Care, and others of the traditional one-year vocational diploma programs. Many others are enrolled in what Wisconsin refers to as associate degree or more technical type of program such as: Animal Technician, Dental Hygienist, Technical Nurse, Court and Conference Reporting, Pilot Training, etc.

In addition to these 50,000 full-time students, 305,000 students take one or more courses during the day or evening at any of these vocational-technical schools. This paper shall be aimed towards the needs and services provided by this post-secondary system.

The secondary school vocational education program in Wisconsin is under the auspices of the Department of Public Instruction. The Department of Public Instruction serves approximately 435 public high schools in Wisconsin. It provides programs of the more traditional vocational nature to Wisconsin residents. One of the primary problems faced by Native Americans in regard to the secondary school level of vocational education is that of a sparse population. Many, if not most, of the Native Americans residing in Wisconsin, are located in areas served by schools with small or non-existant vocational education facilities. This appears to be a very long-range problem, and is faced by many, if not all, of the Northern Wisconsin residents located in these sparsely populated areas.

B. Tribal Organizations in Wisconsin

Wisconsin is fortunate in having strong tribal and inter-tribal organizations. The foremost of these is the Great Lakes Intertribal Council, Inc. This organization which began in the early 1960's, is made up of the St. Croix Band, Lac Courte Oreilles Band, the Bad River Band, the Red Cliff Band, the Lac du Flambeau Band, and the Mole Lake Band of the Chippewas, the Potawatomi Tribe, the Stockbridge Munsee Tribe, and the Oneida and Winnebago Tribes. Unfortunately, due to the action of the federal government terminating the Menominee, at this point in time, they are not members of the Council Proper. Now that they have successfully won their restoration battle, this may change. Nevertheless, this consortium of tribes makes it possible for the Wisconsin Indian to speak effectively and to make his needs known. It also provides the opportunity to contract for umbrella projects, that serves the needs of Indians on several reservations or reservation areas.

A few years after the formation of the Great Lakes Intertribal Council, Inc., the Great Lakes Intertribal Council Education Sub-Committee was formed. The Education Committee is made up of 41 Indians representing various tribes bands, and areas. In addition to those represented in the Great Lakes Intertribal Council, Inc. itself, there are three members from Milwaukee who serve to represent urban Indian needs, one from Superior, and two from the Menominee Reservation. There are also two student members, one from the University and one from a vocational-technical school. Therefore, the Education Committee does represent, very effectively, the Native American population in Wisconsin.

The purpose of the Education Committee is to "plan and carry out strategies which will achieve betterment in educational programs, including content, curriculum, school and home environment, learning opportunities beyond high school and all other programs. Among its strategies are:

1. To promote maximum participation by Indian people in the area of developing and conducting all phases of educational programs.

2. To develop and conduct educational programs with both public and local support.

3. To serve as an advocate of Wisconsin Indian people and to serve the Indian community in all matter of education.

4. To promote a more intense and organized focusing of federal, state, local and private resources in obtaining better educational programs."

Membership in the committee is primarily that of members of local education committees. The organizational structure is such that it is hoped that both communication from and to grass roots people, the local education committees and tribal councils, will make it possible to identify and promote the educational needs of Wisconsin Native Americans. The Education Committee meets monthly and until fairly recently has employed a full-time education consultant. At this time, the Council is encountering some problems in obtaining funds towards financing ongoing activities. These activities consist of monthly informational and action meetings. There is an urgent need for funds to finance the current unfilled position of educational consultant.

Over the years, the Education Committee, through its Legislative Subcommittee, has sought legislation to make it possible for Indians to have more direct and timely impact upon the educational agencies of the state. These activities culminated successfully in 1974, when the State of Wisconsin created the Council on Indian Education.

The Council on Indian Education is made up of ten members. These members represent each of the tribal areas in Wisconsin and are appointed by the Governor. These ten members must be selected from the membership of the Education Committee of the Great Lakes Intertribal Council. The Council is directed to advise the State Superintendent of Public Instruction; the Board of Regents of the University of Wisconsin system; the Higher Educational Aids Board; and the Board of Vocational, Technical and Adult Education. Through this body, there exists a clear channel to identify the educational needs of Native Americans and communicate them through and to the appropriate state agencies. Each state agency maintains official liaison with the Council and has representation at each meeting. Since the Council is tied directly through membership to the Great Lakes Education Committee and hence the Great Lakes Intertribal Council, Inc. itself, a good channel and structure for communication exists.

For example, there is an official representative of the Wisconsin Board of Vocational, Technical and Adult Education who attends each meeting of the Council on Indian Education and is responsible to communicate directly back to the State Director the needs, concerns, and problems of Native Americans as they relate to vocational-technical education. The Wisconsin Board of Vocational, Technical and Adult Education also has a representative at each of the monthly Great Lake Intertribal Council Education Committee meetings to provide a similar function as well as to answer possible questions pertaining to vocational-technical education.

With the passage of the Vocational Education Act and with the concern of Mr. Eugene Lehrmann, State Director, in identifying these lead concerns of Wisconsin Indians, one staff member has also been designated to attend all meetings of the Great Lakes Intertribal Council, Inc. itself. His goal is to establish and maintain effective communication with the various Indian groups in Wisconsin. With the passage of the Vocational-Education Act of 1976, this type of communication becomes more and more important. With the probability of tribes and consortium of tribes contracting directly for vocational education programs, it is very important that these efforts be coordinated to insure that vocational education services to the Native Americans increases and that current local and state efforts are not supplanted, by the new federal funds available.

The fourth structure organized in Wisconsin, is one organized outside of the Indian tribal communities. This is the Native American Study Committee. This committee is of quite recent organization and is a legislative committee. It is made up of primarily senators and state representatives, but with some Indian members through the Great Lakes Intertribal Council. This is a committee set up to examine all facets of the problems confronting Native Americans in Wisconsin. This 19 member Council may become very important

as far as Native Americans are concerned in Wisconsin. To date, it has primarily been investigating problems and is just beginning to take legislative direction, in attempting to solve these problems. It has come about by the restructuring of the old Menominee Studies Committee. In 1975, Assembly Bill 783 restructured the old Menominee Studies Committee to become the Native American Study Committee and expanded its activities to "include exploration of the problems of and development of specific recommendations and legislative proposals applicable to all Native Americans in Wisconsin."

II. Development of Indian Vocational Education Programs

While many problems still lack a clear identification and many new programs are needed to meet the needs of Native Americans; a great deal of progress has been made. Perhaps the best way to illustrate that progress is to refer to the 1960's and the Manpower Development and Training Act, as it affected reservations in Wisconsin. At this time non-Indians, federally funded, went out to the reservations and developed programs designed to train Indians for jobs at some distance from the reservation. Little or no attempt was made to develop trained persons for opportunities that might exist on, or near, these reservations. It was felt that so few jobs were available, that the best thing to do, would be to produce highly trained persons who could then leave the reservation, and seek employment in the various urban areas in Wisconsin and neighboring states. Over the years hundreds of people were trained in Production Welding, Quantity Food Preparation, and Machine Tool Operation to mention just a few. In fact, over the years one person may have been trained in all of these skill areas.

Upon examination it was found that, while the typical reservation Indian trained in these programs was highly skilled and fully employable, he did not or she did not leave the reservation, for one of many reasons. For too many years, this approach of outsiders identifying the problem and structuring the solution to those problems was followed. While this tendency still exists, it certainly exists to a lesser degree now than in the past. It has been found that, in the last eight to ten years that many, many successful programs have been conducted. They have been accomplished by assisting the various tribal councils, education committees, and other tribal groups to identify the problems, as they perceive them, and then seek solutions to these real problems.

One district, in particular, in Wisconsin is doing an outstanding job. This is the Nicolet College and Technical Institute, one of the 16 vocational-technical districts in Wisconsin. Nicolet is located in North Central Wisconsin in Rhinelander. Also located in this same district is the Forest County Potawatomi Reservation, the Lac du Flambeau Band of the Chippewas, and the Mole Lake Band of the Chippewas. By working closely with tribal leaders, by attending the tribal education committee meetings over the years, this district appears to be doing a good job of meeting the needs of the Native Americans residing within their district.

The following is a list of the programs and projects that this one district is involved in as of last Fall, September 1976.

1. Project - Native American Resources - trains students for positions in the natural resources area. It is in its fourth year of funding.

2. University of Wisconsin - Stevens Point and Nicolet are exploring the possibility of offering courses on the Nicolet Campus specifically related to Native Americans.

3. Nicolet and the University of Wisconsin - Milwaukee are co-sponsoring a summer program focusing on Wisconsin Woodland Algonquin culture. This is the second year of a program which takes a vocational approach to Indian history and culture. The program carries eight anthopology credits and consists of camping out for four to six weeks in the northern Wisconsin woods and being taught history and culture of Wisconsin's Native Americans including language. Instruction is by a staff of all Indian educators. In the first year, one-half the class was Indian and one-half non-Indian.

4. Nicolet is involved in the federal project entitled "Recruitment and Training of Urban and Rural Disadvantaged" which is in its sixth year of operation at Nicolet. This is an effort to expand both the Adult Basic Education and the General Educational development program offerings.

5. There is a possibility of a regular program offerings; one to teach Chippewa language, one to teach the Potewatomi language, and one on Indian law and/or culture.

6. There is another possibility of a plan whereby Nicolet College Native American students, after completion, will provide instructional and/or supportive services to Native American children in Rhinelander school districts.

7. Nicolet is offering a full-time vocational program in the building materials and home improvement on the Lac du Flambeau Reservation.

8. There is an independent learning center at the Lac du Flambeau Reservation. This provides on-site and permanent facility instruction in reading, communication, math, ABE, and GED.

9. A course of supervision is also offered at Lac du Flambeau during the Fall.

10. There is a full-time student coordinator for project Native American resources on the Nicolet Campus.

11. Nicolet has employed a Native American as project coordinator of the three-district counseling consortium to provide services to the Native American student. There is also a faculty member responsible for maintaining liaison with the reservation in the Nicolet District. This person and a part-time financial aid counselor maintain close liaison with the reservations, providing respective students with information on program planning, and financial aid counseling.

12. A Native American club which is currently making plans for its annual Indian education week. An Indian dinner and pow-wow are part of this celebration.

13. A special orientation day for Native Americans is scheduled the first week of the second semester and a career day is also sponsored.

14. Nicolet has a one-day in-service for staff and students focusing on facilitating improved communication services between the Nicolet personnel and Nicolet Native Americans students.

Last Fall there were 20 full-time students in the Native American resources project; 38 full-time students in Liberal Arts vocational programs, etc.; and 15 students in the building materials project at the Nicolet Campus. By the second semester the number of students in the Liberal Arts vocational program had almost doubled. This is attributed primarily to the employment of the new Native American counselor.

A second district, the Wisconsin Indianhead Vocational, Technical and Adult District, the largest district geographically in Wisconsin, has recently completed a cooperative long-range educational plan for adult vocational-technical education for Native Americans. This effort was carried out and funded jointly by the Wisconsin Indianhead District and the four reservations in the district, the Bad River, the Lac Courte Oreilles, Red Cliff, and St. Croix Band of the Chippewas. "This plan was conceived by a growing awareness by Wisconsin Indianhead VTAE District personnel that its educational efforts on reservations were largely short-term responses to immediate needs, conducted with little reference to the long-range goals of the reservation and the total universe of educational need for reservation development. This is due, in part, to the inaccessibility of those long-range plans and the limited scope of the VTAE missions. The ideas for a long-range education plan was subsequently developed at several meetings with representatives from the four reservations resulted in a proposal which was presented to and approved by the tribal councils of Bad River, Red Cliff, Lac Courte Oreilles, and St. Croix."

Among the aims of this study is to coordinate the vocational-technical training offered by the formal structure of the vocational-technical system with the programs offered through the Indian Technical Assistance Center. These centers conduct the ITAC programs on each of the four reservations. These are significant programs because they operate within the cooperate structure of the reservation, are designed to service the developmental needs of the reservation, and they propose to provide training and employment for Indian people on the reservation without asking them to relocate to urban areas. "The ITAC programs are an important part of the plan because they may offer an important entree for the VTAE system in that the alignment of services and resources available to the VTAE with those of ITAC may enhance the prospects of achieving the reservation developmental goals to which ITAC is directed."

This plan has been completed and both the reservations and the Wisconsin Indianhead District have accepted the conclusions and are attempting to use this in their short-term and long-term development.

The approach of these two districts is mentioned for several reasons: It appears that this is the most effective and, for that manner, the only feasible approach to providing services needed by reservation Indians. The fact that is has been successful and is currently being conducted on a successful basis, is another reason for so listing. A third reason is that these two areas encompass more reservations than any other district in Wisconsin. Therefore, both of them are looked to for providing leadership in providing services to Native Americans.

For example, the counseling consortium project which employs three Native American counselors, working in three districts, is under the supervision of the Nicolet District.

III. Current Programs and Projects That Relate Specifically to Indians

A more complete listing of vocational education projects and programs that relate specifically to Indians, will be found in a section on testimony before the National Indian Advisory Council on Vocational Education. In this section, I would like to discuss some specific programs designed to meet particular vocational education needs of Native Americans.

In the area of student financial aids, Wisconsin fortunately has extra resources to draw upon. There is an Indian scholarship program available which provides grants up to $1,500 per academic year to students of American Indian descent, to help defray the cost of tuition fees and room and board while attending any accredited post-secondary institution of higher education within the state. These grants may be renewed for up to five years of full-time study. These grants are provided to supplement any of the other state and federal assistance available to Native Americans. The fund itself is maintained on a "fund sufficient basis" which means that regardless of the number of Native Americans qualified for the program, funds will be available to provide these grants. To be eligible for the program the student must be

a Wisconsin resident, must have one-fourth or more American Indian blood as certified by appropriate Indian agency and he must demonstrate financial need. However, the one-fourth Indian lineage is not adhered to as strictly as does the BIA. For example, a letter from a tribal council stating that this person is recognized as an Indian is sufficient certification to make the person eligible for assistance under this program. In general, these grants are provided on a matching basis with Bureau of Indian Affairs funding, and consequently it is usually possible to provide for all of the financial needs of the Native American students. Where it is difficult to meet the needs is when a student may not be eligible for Bureau funding, such as a non-reservation Indian under the Employment Assistance Program or when a student has a fairly large family with heavy financial costs. For the single student, it is usually possible to meet the financial needs with the resources that are available.

If this writer were to make any recommendation at all in this paper, perhaps that one recommendation to other states would be that similar scholarship or grant program be set up in all states to meet the needs of Native American students. We believe that this program has been extremely important and very helpful to Native American students. About ten years ago, the program was broadened to encompass full-time post-secondary vocational-technical students who, heretofore, had been excluded.

Certain other programs while orginally designed perhaps to serve other purposes are also helpful in assisting Native American students in vocational-technical education. A project called Upward Bound or P.R.I.D.E. at the University of Wisconsin - Stevens Point is designed to provide supplementary education and help to Native American students to make it possible for them to go on to college. Over the years the directors of this program have been such notables as Dr. Robert Powless, an Onedia Indian, who now directs Indian studies programs at the University of Minnesota - Duluth; the second director was Miss Ada Deer, nationally known Memoninee, who successfully lead the fight toward the restoration of the Memoninee Reservation. This program, while it was intended to provide help to the college-bound, has also been a great deal of help to many Indian students who found while their educational goal was not college, it was vocational-technical education. Through the assistance of this program, they were able to attend a vocational-technical school which they otherwise might have not been able to.

IV. Testimony Before the National Indian Advisory Council on Vocational-Technical Education

My remarks regarding the Educational Amendments of 1976 Title II Vocational Education are from the perspective of post-secondary vocational-technical education. My comments are as a non-Indian employed by the State Vocational Education agency. While I am in no way speaking as a representative of any Wisconsin Indian group, these remarks were first presented to Mr. Charles McGeshik, a Chippewa Indian and President of the Great Lakes Intertribal Council, Inc. This Council represents the six bands of the Chippewa, the Oneida, Potawatomi, Menominee, Stockbridge-Munsee, and Winnebago tribes as well as the urban Indians. I also gave this report before the Great Lakes Intertribal Council Education Committee on January 11. This committee is made up of 41 Indian leaders, primarily representatives of tribal educational committees. If there had been opposition or disagreement to any of the following remarks, they could, of course, been deleted. Therefore, this testimony should not be in conflict with any of the identified educational needs or objectives of Wisconsin Indians.

The 1970 Census reports 18,776 Indians residing in Wisconisn, with 7,439 in urban areas and 10,963 in rural non-farm areas and 374 on farms. This would rank Wisconsin as 11th in the nation in Indian population, close to Minnesota at 22,322, but far behind Oklahoma at 96,803. How accurate the census figures are, however, is questionable. Tribal census in Wisconsin indicates a population of Native Americans in excess of 30,000 not 18,776. This would indicate that three-fourths of one percent of the Wisconsin population is identified as Indian.

Our major concern in Wisconsin regarding the Educational Amendments of 1976, especially that the 1% set-aside will not result in less money being made available to provide vocational education to Wisconsin Indians. With only 2.5% of the total U.S. Indian population an allocation of 2.5% of the approximately $8.5 million available would provide only $212,500 to Wisconsin. If this would be an increase in funds available to provide vocational education, that would be excellent. But if local vocational districts and state agencies consider the set-aside as taking care of Indian vocational educational needs and no longer provide the matching funds now provided, a substantial decrease in funding would occur. This is a very real problem and must be faced in drafting rules and regulations.

For example, there are approximately 500 Native Americans enrolled in various post-secondary vocational education programs in the state last year. In addition to the various federal student financial aid including B.I.A. funding, the State of Wisconsin provided $185,732 in State Indian Grants.

In regard to specific programs for Indians, at the present time there is:

1. A counseling project, three Native American counselors serving Native Americans in three districts in a consortium approach. (Funded for $56,000 in Vocational Education Act funds, and $6,200 local in-kind local matching for a total of $62,200.)

2. Two Native Americans outreach liaison-recruiter counselors in Milwaukee. (Funded 416,827 through Vocational Education Act funds, $20,567 local funds for a total of $27,394.)

3. Exploratory Office Education program for Native Americans. (41,848 Vocational Education Act funds, $2,258 in local funds for a total of $4,106.)

4. A building materials program for Native Americans. (Funded $9,913 with Vocational Education Act fund, $12,117 in local funds for a total of $22,030.)

5. Instruction to currently employed Native Americans to upgrade skills. (Funded at $25,493 in Federal Vocational Education Act Funds.)

6. Two persons have been employed at the Indianhead District to provide training in supervisor-management skills and fiscal and accounting procedures on four reservations. The approach will use techniques similar to the Young and Adult Farmer program.

Milwaukee Area Technical College, one of the 16 VTAE Districts in Wisconsin, also employs an Indian teacher counselor. This person teaches Indian history and philosophy and assists in making the financial aid program better able to meet the needs of individual Indians. Of a total of approximately $53,000 spent in Milwaukee for the three special Indian educational positions only $16,827 comes from Vocational Education Act funds.

Nicolet College and Technical Institute, also one of the VTAE districts in Wisconsin, conducts, in cooperation with the University of Wisconsin - Milwaukee, a special Woodland Indian Culture program each summer. The program takes a vocational approach to Indian History and Culture. The program carries eight Anthropology credits and consists of camping out for six weeks in the Northern Wisconsin woods and being taught the history and culture of Wisconsin Native Amercians including one language. Instruction is by a staff of all Indian educators. Last year one-half of the class was Indian and one-half non-Indian. No vocational education funds are used in this project.

In addition, this district offers several voc-ed courses on the reservations, maintains permanent learning centers on two reservations, and employs an Indian counselor. These activities are primarily or solely funded with local funds. The district also is cooperating in training Indians for position with the Department of Natural Resources and the Forest Service as well as cooperating with the local high schools in providing special programs for Indians. Nicolet is just beginning a language program whereby both Potawatomi and Chippewa will be offered.

We are in support of attempts to provide more vocational education resources to Native Americans. We also support the direct contracting by tribal groups. However, the rules and regulations must insure that local district and state efforts are not supplanted.

Consideration should also be given to providing opportunities for consortiums of tribes or bands to contact for assistance under this Act. In Wisconsin it is difficult for the Great Lakes Intertribal Council to fund its educational component. If groups such as the Council could contract on a statewide basis for partial support for this component under the Act, it would be very beneficial to Indian vocational education. The most pressing vocational educational needs of Native Americans are those needs identified by the tribes. Efforts to strengthen the ability of the tribes to identify and seek or develop programs to meet these identified needs must be given a high priority.

V. State Plan - Recommendation of Wisconsin Indian Groups

While there have been many attempts by the Wisconsin Board of Vocational, Technical and Adult Education and local districts to assist Native American groups in identification of vocational education problems as they relate to the Native American. Not a great deal has been done in reference to the Vocational Education Act required state plan. Attached are recommendations to the Wisconsin State Plan of Vocational, Technical and Adult Education made by a group of four Indians and one non-Indian who attended the National Native American Workshop in Arlington, Texas in February of this year.

At the May 10 meeting of the Council on Indian Education, the Council approved these recommendations and submitted them for response to the State Board of Vocational, Technical and Adult Education. In addition to those submitted, they requested that the State Board also address the problem of housing of Indian students particularly at Nicolet and that the transportation cost dealt with in the student financial aid package were inadequate to meet the needs of Native Americans. Also attached is the reaction by the State Director, Mr. Eugene Lehrmann, to these recommendations.

These reactions by the State Director are not intended to be all inclusive but merely one part of an overall plan to improve vocational education services to Native Americans. For example, a start toward implementing the suggestion to have Indian VTAE personnel meet at several times during the year is being implemented. The Indian Advisory Council (a special council to advise the Nicolet Counselor Consortium program) is beginning to have some statewide direction. It is planned to invite all of the Indian VTAE staff to attend the meeting scheduled to discuss these overall recommendations. From this initial meeting, hopefully, a structure will be developed for future meetings.

VI. The Future

While the future seems much brighter than the past, tremendous problems remain unsolved. For example, while many more Indians are beginning a vocational education, the dropout rate is very high. While 1% of our student population is Indian only two-tenths of 1% of the professional staff is Indian.

While a few districts are moving foward, some are standing still. An initial step has been taken, the basic groundwork has been laid. Now action must be taken to incorporate the recommendations made by the various Indian groups. As the agency (WBVTAE) moves into the next stage of planning, the various tribal organizations must have time to participate. Time means time to examine preliminary documents, time for hearings on the reservations, on proposals while there is adequate lead time to make changes.

If there is not a substantial increase in the input by Native Americans on the next revision of both the State Plan and the local district plans, then the Wisconsin Board of Vocational, Technical and Adult Education will not be meeting its obligation to Native Americans.

Input must come from Indians all over Wisconsin. Neither the one Indian on the State Board of Vocational, Technical and Adult Education nor the one or two Native American local board members, nor the Great Lakes Intertribal Council, the Education Committee or the Council on Indian Education can provide sufficient input.

To make this a reality, the WBVTAE must begin to plan now, how each reservation can be given the opportunity to react and to act. By so doing, a much better vocational education plan and consequently better education will result.

The only section in the current Wisconsin state plan that relates to the 1% set-aside is as follows:

"The USOE can directly contract, using set-aside funds, for Wisconsin tribes. To most effectively utilize all VEA funds available, the State Board staff will consult with representatives of Native American tribal organizations to coordinate state-administered VEA programs with direct grant programs."

While the main emphasis of this conference will center around the one percent set-aside for Indians under the Perkins Amendments, of vital significance is the present and future utilization of the remaining 99%. Wisconsin is concerned about and committed to the proposition that the 1% set-aside will be in addition to and not supplanting the existing expenditures of local-state and federal funds now provided vocational-technical education to Wisconsin Native Americans.

In addition to this the Wisconsin Board of Vocational, Technical and Adult Education stands ready to work with any Wisconsin Band, Tribe or Consortium in making application for any contract program under Part 105.201 of the Vocational Education Act of 1963 as amended by Title II of the Education Amendments of 1976, Public Law 94-482.

This could consist of providing information to appropriate groups and/or staff assistance in making project applications.

The Wisconsin Board of Vocational, Technical and Adult Education is vitally interested in assisting Wisconsin tribes in solving their vocational education efforts and assuring that projects funded under this program will not duplicate or reduplicate any existing programs.

The opinions expressed in this paper are solely those of the author. However, all statements regarding intentions of the Wisconsin Board of Vocation, Technical and Adult Education to provide services or its statements of intent are official positions of the Board and constitute clear expressions of this intent to provide the needed vocation educational services to Wisconsin Indians.

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BH/btm

WISCONSIN INDIAN RECOMMENDATIONS

to the

WISCONSIN STATE PLAN

of

VOCATIONAL, TECHNICAL and ADULT EDUCATION PROGRAMS

Developed by:

Mr. Charles McGeshick, Chairman G.L.I.T.C.
Mr. Eugene Taylor, Chairman, St. Croix Tribe
Mr. Joe Rose, Chairman G.L.I.T.C. Education Committee
Mr. Bruce McConnell, Consultant - Wisconsin
Mr. Roger R. Philbrick, Supervisor of Indian Education - DPI, Wisconsin

National Native American Workshop
Increasing Participation of Native Americans
in Vocational Education
Arlington, Texas
February 20-23, 1977

I. State planning efforts shall include the following:

A. Identification and Assessment:

Vocational/Technical education programs within the state shall include Indian tribes in the identification process on Indian reservations and further the Indian organizations and Indian Educational Advisory groups be included in identifying potential Indian staff and students within off reservation urban areas. In considering the various socio-economic, bilingual, etc. factors that the tribes be provided assistance which may include funds for the development and implementation of the identification and assessment of Indians in Vocational/Technical Programs. Further, that this Indian student needs assessment be developed at the district and tribal levels.

B. Recruitment:

That the Vocational/Technical Programs work with an advisory group composed of representation from the Great Lakes Inter-Tribal Council in developing a referral system in the hiring of Indian personnel. In bridging the gap between the professional and those individuals who have a less formal educational background that provisions for employment consider trainee positions allowing Indian personnel to be hired and trained for a specific job on a permanent basis.

Also, that a state conference involving Indian students in high schools and Indian people from Indian communities be a yearly conference making Indian people more aware of Vocational/Technical Programs.

C. Personnel Development:

That the Indian personnel employed within the various Vocational/

Technical Programs in Wisconsin meet at several times during the year in making suggestions for improving their roles as Vocational/ Technical personnel and in recruiting Indians in Vocational/ Technical Programs.

That the state administrators of the Vocational/Technical Programs of VTAE and DPI develop a specialized effort working with Indian personnel in Vocational/Technical Programs in implementing improved programming and reaffirming the Affirmative Action Programs. The Indian staff should be included in inservice and special orientation programs creating an Indian awareness in Vocational/ Technical Education.

D. Retention:

That a special two-week two-college credit workshop on Vocational Education be conducted for Home-School Coordinators and other Indian high school personnel. This summer or three-day workshop involving Indian people in the planning could be developed.

That a long-term counseling training program for persons employed at VTAE schools as counselors be set up. This could be at Nicolet College and Technical Institute (a VTAE school) and University of Wisconsin-Milwaukee joint venture.

That a special study effort considering the social economic, bilingual, cultural, etc. factors of Indian vocational technical students be developed to ascertain the retention and academic progress. This study would be planned and developed with the GLITC, its educational advisory committee and the Council on Indian Education.

II. The Proposed Program Directors are as Follows:

That an annual reporting process be developed with the respective Wisconsin Agency heads and the Indian tribes and Indian Organizations, secondly that the Wisconsin conferees, at this conference, representing: state V.T.A.E., State D.P.I., Great Lakes Inter-Tribal Council, G.L.I.T.C Education Committee, and one local tribal council chairman will participate in presenting this report to the State superintendent of Public Instruction, Dr. Barbara Thompson and the Executive Director of the Wisconsin Board of Vocational Technical and Adult Education, Mr. Eugene Lehrmann.

That the vocational technical programming develop a curricular effort including the economic and training programs taking place on Indian reservations. This would allow for more on-site training and involve coordination with CETA, MDTA, I.T.E.C., and apprenticeship programs which would benefit Indians.

Further that provisions be developed allowing for contractual services with Indian tribes involving a specialized effort serving Indian tribes and Indian communities with vocational technical programs. If possible, a full-time staff person working with Indian tribes and Indian organizations would be hired with the position description being with the GLITC and its Educational Advisory Committee.

In reference to expanding vocational education programs for Native Americans at the high school level, a facility housing equipment, etc. be planned and built in the newly created school district, the Menominee Indian School District which has about a 90% Indian student population. In addition, a specialized effort be initiated to include the high dropout rate of Indian students in public, private schools. An increased

emphasis be placed on the career opportunities available for Indians to be aware of the job market in the total K-12 educational program in public schools.

May 27, 1977

Mrs. Loretta Metoxen, Chairman
Wisconsin Council on Indian Education
Wisconsin Hall
126 Langdon Street
Madison, Wisconsin 53702

Dear Mrs. Metoxen:

Thank you for the Wisconsin Indian Recommendations to the State Plan. These recommendations arrived after the 107 Commission met and approved the State Plan on May 9. Actually, your letter was dated May 10. The recommendations were reviewed by my staff shortly before the State Board meeting on May 24. This review did not allow time to add the recommendations to the State Plan.

We do have a section titled "Native Americans." This section reads as follows:

> "The USOE can directly contract, using set-aside funds, for Wisconsin tribes. To most effectively utilize all VEA funds available, the State Board staff will consult with representatives of Native American tribal organizations to coordinate State-administered VEA programs with direct grant programs."

I have assigned one of my staff members to attend the monthly meeting of the Great Lakes Intertribal Council Inc. The intent is to provide better communications and the sharing of mutual concerns and problems relating to vocational education for Native Americans.

This is in addition to having representation at the GLITC Education Committee meetings and most meetings of the Council on Indian Education.

This office is strongly encouraging the local vocational-technical districts to work more closely with tribal councils and local education committees.

We have contacted the authors of the recommentations, Mr. Joe Rose, Mr. Eugene Taylor, Mr. Charles McGeshick and Mr. Roger Philbrick, in addition to Mr. McConnell of my staff to meet in conjunction with one of the next Council on Indian Education meetings in Madison. This was done prior to the receipt of your letter. As soon as the meeting dates for the Council have been set, a meeting time will be established. This could be a separate meeting or could be part of your agenda.

In addition to myself, I will ask Dr. Barbara Thompson to attend so that we can discuss the total, K-14 range of vocational education for Native Americans.

The proposals received in May as well as future proposals will be considered for the next State Plan. We will inform you of the timetable as soon as it has been established. In the meantime we will be most sympathetic toward working with you on each of the points outlined in your statement dated May 10.

Sincerely,

Eugene Lehrmann
State Director

EL/DEB/lrg

cc: Dr. Barbara Thompson
Department of Public Instruction